

GCSE

SPECIFICATION TITLE

Unit B542 Approaches in Psychology 2

Specimen Paper

F

J611

Time: 1 hour 15 minutes

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

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Candidate
Surname

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Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 80.

FOR EXAMINER'S USE

1	
2	
TOTAL	

This document consists of **9** printed pages and 1 blank page.

Answer **all** questions.

SECTION A – INDIVIDUAL DIFFERENCES

The Self

Thinking About Your Self

Sophie was really disappointed when she did not get a promotion at work. It made her question her ability which then affected her self concept. Sophie's friend told her not to have such high expectations and to have more realistic goals. Sophie took this advice and, over time, began to feel better about herself.

1 Using the stimulus;

(a) State why Sophie's self concept was affected.

[1]

(b) Identify **one** reason why Sophie began to feel better about herself.

[1]

2 Outline what is meant by the 'ideal self'.

[2]

3 State whether the following statements are true or false.

Give your answer by circling either TRUE or FALSE as shown below.

TRUE

FALSE

TRUE

FALSE

(a) "Free will is about making decisions for yourself."

TRUE

FALSE

[1]

(b) "Self actualisation is about achieving your full potential."

TRUE

FALSE

[1]

(c) "Unconditional positive regard is about recognising people are unique."

TRUE

FALSE

[1]

4 Describe **one** study investigating the self.

[4]

5 Describe **one** trait theory of personality.

[4]

Section A Total [15]

SPECIMEN

SECTION B – COGNITIVE PSYCHOLOGY

Perception

- 6 Name **two** types of constancies in perception.

.....
 [2]

- 7 Explain **three** depth cues used in this picture.



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(a)

.....
 [2]

(b)

.....
 [2]

(c)

.....
 [2]

- 8 From the options below, identify **two** terms associated with the nativist theory of perception.

Tick **two** of the boxes to show your answer.

top-down processing

bottom-up processing

experience

nature

[2]

- 9 Describe **one** example of perceptual set.

.....
 [2]

- 10 Describe **one** criticism of the constructivist theory of perception.

.....

 [3]

Section B Total [15]

SPECIMEN

SECTION C – BIOLOGICAL PSYCHOLOGY

Criminal Behaviour

11 Briefly define what is meant by 'crime'.

..... [1]

12 State **three** problems that make it difficult to measure crime rates.

(1)

(2)

(3)

[3]

13 Learning to be Criminal

Some psychologists believe that criminal behaviour is learnt. They argue that children learn criminal behaviour from parents, older siblings and characters in the media. They are more likely to imitate if they see it rewarded – for example if a father gets away with theft or if a criminal on TV is seen as a local hero. Criminal behaviour will then continue if it is also directly reinforced, such as through attention and admiration.

Using the stimulus;

(a) Give **two** examples of role models.

(1)

(2)

[2]

(b) Give **two** examples of vicarious reinforcement.

(1)

(2)

[2]

14

(a) Outline the methodology used in Mednick et al's (1984) study into the genetic basis of criminal behaviour.

.....

 [3]

(b) Outline **two** methodological limitations of the above study into criminal behaviour.

(1)

(2)

..... [4]

Section C Total [15]

SPECIMEN

SECTION D – SOCIAL PSYCHOLOGY

Non Verbal Communication

15 Briefly define what is meant non-verbal communication.

[1]

16 Look at the table below.

For each example of non verbal communication, decide whether it tends to have a positive or negative effect on communication.

Show your answer by putting a tick in the appropriate column.

[3]

EXAMPLE	POSITIVE	NEGATIVE
Smiling		
Crossed arms		
Showing the palms of the hands		

17 Describe **one** application of research into non verbal communication.

[4]

18 Give **one** methodological limitation of Yuki et al's (2007) study into non-verbal communication.

[1]

19 Describe and evaluate the social learning theory of non-verbal communication.

[6]

Section D Total [15]

SPECIMEN

SECTION E – DEVELOPMENTAL PSYCHOLOGY

Cognitive Development

20 There are four stages to Piaget's theory of cognitive development.

Look at the following diagram.

Draw a line between two boxes to match the stage to its definition.

[4]

STAGE	DEFINITION
Sensori-motor	When children think in abstract terms.
Pre-Operational	When children think logically but need objects to help them to do so.
Concrete Operational	When children understand the world by exploring it using their senses.
Formal Operational	When children identify with their parents.
	When children are able to understand the world through signs and symbols.

21 Describe **one** criticism of Piaget's theory of cognitive development.

[3]

SPECIMEN

22 The Case of Ruby

Ruby is 4 years old. When she is nasty to other children, her mother tries to get her to think how those children feel. Ruby is not able to do this and so keeps on being nasty. Her excuse is that she is nasty because teddy is nasty to her. Her mother keeps hiding teddy away to see if this will solve the problem – but Ruby always searches for the teddy and normally finds him. Then he starts being nasty again!

Using the stimulus;

- (a) Identify the example of object permanence.

[1]

- (b) Identify the example of egocentrism.

[1]

- (c) Identify the stage of cognitive development Ruby is at.

[1]

23 Describe and evaluate Piaget's experiment into the conservation of number.

[10]

Section E Total [20]

Paper Total [80]

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The maximum mark for this paper is 80.

SPECIMEN

Section A– INDIVIDUAL DIFFERENCES		
Question Number	Answer	Max Mark
1	Sophie was really disappointed when she did not get a promotion at work. It made her question her ability which then affected her self concept. Sophie's friend told her not to have such high expectations and to have more realistic goals. Sophie took this advice and, over time, began to feel better about herself.	
1(a)	State why Sophie's self concept was affected. 1 x AO2 mark for "she did not get a promotion at work" or for "she questioned her ability" or similar responses	[1]
1(b)	Identify one reason why Sophie began to feel better about herself. 1 x AO2 mark for "she did not have such high expectations of herself" or for "she had more realistic goals" or similar responses	[1]
2	Outline what is meant by the 'ideal self'. 1 x AO1 mark for a brief or basic response e.g. "it's the person you want to be" 2 x AO1 marks for a more developed or detailed response e.g. "it's who we consciously strive to be (1) but feel we have not yet achieved (1)"	[2]
3	State whether the following statements are true or false. Give your answer by circling either TRUE or FALSE as shown below.	
3 (a)	"Free will is about making decisions for yourself." 1 x AO1 mark for 'true'	[1]
3 (b)	"Self actualization is about achieving your full potential." 1 x AO1 mark for 'true'	[1]
3 (c)	"Unconditional positive regard is about recognising people are unique." 1 x AO1 mark for 'false'	[1]
4	Describe one study investigating the self. 1 x AO1 mark for each accurate feature of the study described e.g. aim, method used, details of sample, controls, findings. For full marks, description should be coherent. Only award full marks if both methodology and findings are covered. N.B. Responses are likely to focus on Rogers but do accept other relevant answers.	[4]

Section A– INDIVIDUAL DIFFERENCES		
Question Number	Answer	Max Mark
5	<p>Describe one trait theory of personality.</p> <p>1 x AO1 mark for each correctly described feature of a trait theory of personality e.g. fixed traits, innate personality, extraversion vs introversion, etc</p> <p>Well described features can be credited up to 2 x AO1 marks.</p> <p>Only award full marks if the description is coherent and generally accurate</p> <p>N.B. Responses are likely to focus on Eysenck's theory but do accept other relevant answers.</p>	[4]
Section A Total		[15]

Section B – COGNITIVE PSYCHOLOGY		
Question Number	Answer	Max Mark
6	<p>Name two types of constancies in perception.</p> <p>1 x AO1 mark for each correct answer. Likely to be shape or colour, but accept others e.g. size.</p>	[2]
7	 <p>Explain three depth cues used in this picture.</p> <p>2 x AO2 2 x AO2 2 x AO2</p> <p>1 mark for each relevant cue identified and a 2nd mark for explaining the presence of the cue in the picture. Do not credit the same cue twice.</p> <p>e.g. “linear perspective (1) because the edges of the pavement are converging”</p> <p>e.g. “superimposition (1) where the lamp posts are in front of the buildings”</p> <p>e.g. “relative size (1) as the lamp posts appear to get smaller as they go into the distance”</p> <p>Other possible cues: height in plane, texture gradient.</p> <p>N.B. Either mark can be awarded without the other i.e. cue may only be named, or explanation may only be offered.</p> <p>If cue and explanation do not match, then credit 1 out of 2 marks.</p>	[6]
8	<p>From the options below, identify two terms associated with the nativist theory of perception.</p> <p>top-down processing <input type="checkbox"/></p> <p>bottom-up processing <input checked="" type="checkbox"/></p> <p>experience <input type="checkbox"/></p> <p>nature <input checked="" type="checkbox"/></p> <p>Tick two of the boxes to show your answer.</p> <p>1 x AO1 mark for each correctly ticked answer as shown above.</p> <p>No marks if more than two boxes ticked.</p>	[2]

Section B – COGNITIVE PSYCHOLOGY		
Question Number	Answer	Max Mark
9	<p>Describe one example of perceptual set.</p> <p>1 x AO2 mark for a brief or vague response e.g. “seeing the wrong person in a crowd”</p> <p>2 x AO2 marks for a more developed or detailed response e.g. “reading ‘KEEP OFF THE GRASS’ as ‘KEEP OF THE GRASS’ (1) because of what we expect to see”</p>	[2]
10	<p>Describe one criticism of the constructivist theory of perception.</p> <p>1 x AO2 mark for a brief or basic response e.g. “it ignores the influence of nature”</p> <p>2 x AO2 marks for a more developed response e.g. “many things are perceived in the same way by humans (1) suggesting perception is innate (1)”</p> <p>3 x AO2 marks for a developed, detailed response e.g. “it does not explain why neonates appear to be able to makes sense of aspects of their world (1) such as being able to recognise faces, showing preferences for patterns, and using depth cues (1) despite have no or limited experiences of the environment (1)”</p>	[3]
Section B Total		[15]

Section C – BIOLOGICAL PSYCHOLOGY		
Question Number	Answer	Max Mark
11	<p>Briefly define what is meant by ‘crime’.</p> <p>1 x AO1 mark for a relevant response e.g. “breaking the law”, “deviant behaviour”, etc</p>	[1]
12	<p>State three problems that make it difficult to measure crime rates.</p> <p>1 x AO2 mark for each relevant problem identified e.g. people are afraid to report crimes, people are not always aware they have been victims of crime, not all crimes are necessarily recorded by police, number of crimes are counted rather than number of criminals, etc</p>	[3]
13	<p>Learning to be Criminal</p> <p>Some psychologists believe that criminal behaviour is learnt. They argue that children learn criminal behaviour from parents, older siblings and characters in the media. They are more likely to imitate if they see it rewarded – for example if a father gets away with theft or if a criminal on TV is seen as a local hero. Criminal behaviour will then continue if it is also directly reinforced, such as through attention and admiration.</p>	[2]
13 (a)	<p>Give two examples of role models.</p> <p>1 x AO2 mark for any of the following: parents, (older) siblings, characters in the media.</p>	
13 (b)	<p>Give two examples of vicarious reinforcement.</p> <p>1 x AO2 mark for “a father getting away with theft” and 1 x AO2 mark for “a criminal on TV seen as a local hero”.</p> <p>N.B. Do not credit the examples of direct reinforcement.</p>	
14 (a)	<p>Outline the methodology used in Mednick et al’s (1984) study into the genetic basis of criminal behaviour.</p> <p>1 x AO1 mark for a basic response e.g. “they did an adoption study”</p> <p>2 x AO1 marks for a more developed response e.g. “they compared rates of crime in adopted children (1) with their biological parents (1)”</p> <p>3 x AO1 marks for a developed and detailed response e.g. “they studied over 14,000 children who had been adopted (1) and looked at their rates of crime when biological parents had been convicted (1) compared to when adoptive parents had been convicted (1)”</p>	[3]

Section C – BIOLOGICAL PSYCHOLOGY		
Question Number	Answer	Max Mark
14 (b)	<p>Outline two methodological limitations of the above study into criminal behaviour.</p> <p>For each limitation;</p> <p>1 x AO3 mark for a brief or basic response e.g. “the study did not investigated unofficial crime figures”</p> <p>2 x AO3 marks for a developed or detailed response e.g. “real-life cases offer little control over variables (1) such as the fact many adoptees would have spent some time with their biological parents early on in life (1)”</p>	[4]
Section C Total		[15]

Section D – SOCIAL DIFFERENCES														
Question Number	Answer	Max Mark												
15	<p>Briefly define what is meant by ‘non verbal communication’.</p> <p>1 x AO1 mark for a relevant response focusing on the non-verbal element of communication e.g. by gestures, use of body language and/or facial expression, not using the spoken word, etc</p>	[1]												
16	<p>Look at the table below.</p> <p>For each example of non-verbal communication, decide whether it tends to have a positive or negative effect on communication.</p> <p>Show your answer by putting a tick in the appropriate column.</p> <table border="1"> <thead> <tr> <th>EXAMPLE</th><th>POSITIVE</th><th>NEGATIVE</th></tr> </thead> <tbody> <tr> <td>Smiling</td><td>✓</td><td></td></tr> <tr> <td>Crossed arms</td><td></td><td>✓</td></tr> <tr> <td>Showing the palms of the hands</td><td>✓</td><td></td></tr> </tbody> </table> <p>1 x AO2 for each correctly ticked box as shown above. Only one tick per row for each mark.</p>	EXAMPLE	POSITIVE	NEGATIVE	Smiling	✓		Crossed arms		✓	Showing the palms of the hands	✓		[3]
EXAMPLE	POSITIVE	NEGATIVE												
Smiling	✓													
Crossed arms		✓												
Showing the palms of the hands	✓													
17	<p>Describe how research into non verbal communication is used in social skills training.</p> <p>1 x AO2 mark for each specific application identified (e.g. working with offenders, customer services), but one application has to be described in enough detail for at least 2 x AO2 marks for full marks to be awarded. Further marks for descriptions of application(s) in terms of detail, examples, explanations.</p> <p>It is possible to credit all 4 marks for one specific application.</p>	[4]												
18	<p>Give one methodological limitation of Yuki et al’s (2007) study into non-verbal communication.</p> <p>1 x AO3 mark for a relevant response e.g. “expressions were artificial”, “only students were used”, “faces were presented in 2D”</p>	[1]												

Section D – SOCIAL DIFFERENCES		
Question Number	Answer	Max Mark
19	<p>Describe and evaluate the social learning theory of non-verbal communication.</p> <p>1 x AO1 mark for each correctly described feature of the social learning theory of NVC e.g. observation, imitation, role models, reinforcement, etc Well described features can be credited up to 2 marks. Only award 4 marks if the description is coherent and generally accurate. Limit to 3 marks if no reference to non-verbal communication.</p> <p>1 x AO2 mark for each relevant and accurate evaluation point e.g. “it ignore the fact that NVC may be instinctive”, “some NVC is not rewarded but continues”</p> <p>Or 2 x AO2 marks for a developed or detailed point e.g. “attempts to teach new social skills do not always work (1) suggesting there is an innate tendency to behave in certain ways”</p>	[6]
Section D Total		[15]

Section E – DEVELOPMENTAL DIFFERENCES

Question Number	Answer	Max Mark												
20	<p>There are four stages to Piaget’s theory of cognitive development. Look at the following diagram. Draw a line between two boxes to match the stage to its definition.</p> <table><thead><tr><th>STAGE</th><th>DEFINITION</th></tr></thead><tbody><tr><td>Sensori-motor</td><td>When children think in abstract terms.</td></tr><tr><td>Pre-Operational</td><td>When children think logically but need objects to help them to do so.</td></tr><tr><td>Concrete Operational</td><td>When children understand the world by exploring it using their senses.</td></tr><tr><td>Formal Operational</td><td>When children identify with their parents.</td></tr><tr><td></td><td>When children are able to understand the world through signs and symbols.</td></tr></tbody></table> <p>1 x AO1 mark for each correct match as shown above.</p>	STAGE	DEFINITION	Sensori-motor	When children think in abstract terms.	Pre-Operational	When children think logically but need objects to help them to do so.	Concrete Operational	When children understand the world by exploring it using their senses.	Formal Operational	When children identify with their parents.		When children are able to understand the world through signs and symbols.	[4]
STAGE	DEFINITION													
Sensori-motor	When children think in abstract terms.													
Pre-Operational	When children think logically but need objects to help them to do so.													
Concrete Operational	When children understand the world by exploring it using their senses.													
Formal Operational	When children identify with their parents.													
	When children are able to understand the world through signs and symbols.													

Section E – DEVELOPMENTAL DIFFERENCES		
Question Number	Answer	Max Mark
21	<p>Describe one criticism of Piaget’s theory of cognitive development.</p> <p>1 x AO2 mark for a brief or basic response e.g. “Piaget’s underestimated children’s abilities”</p> <p>2 x AO2 marks for a more developed response e.g. “the stages are more variable than Piaget suggested (1) with some children developing cognitive abilities earlier than others (1)”</p> <p>3 x AO2 marks for a developed and detailed response e.g. “Piaget was wrong to assume that children’s development is based mainly on their own exploration of the world (1) and he should have recognised the social and cultural context of children’s worlds (1) which can speed up or slow down development (1)”.</p>	[3]
22	<p>The Case of Ruby</p> <p>Ruby is 4 years old. When she is nasty to other children, her mother tries to get her to think how those children feel. Ruby is not able to do this and so keeps on being nasty. Her excuse is that she is nasty because teddy is nasty to her. Her mother keeps hiding teddy away to see if this will solve the problem – but Ruby always searches for the teddy and normally finds him. Then he starts being nasty again!</p>	
22(a)	<p>Using the stimulus;</p> <p>Identify the example of object permanence.</p> <p>1 x AO2 mark for “Ruby would search for her teddy” or similar response</p>	[1]
22(b)	<p>Identify the example of egocentrism.</p> <p>1 x AO2 mark for “Ruby doesn’t understand how others feel” or similar response</p>	[1]
22(c)	<p>Identify the stage of cognitive development that Ruby is at.</p> <p>1 x AO2 mark for pre-operational</p>	[1]

Section E – DEVELOPMENTAL DIFFERENCES		
Question Number	Answer	Max Mark
23	<p>Describe and evaluate Piaget’s experiment into the conservation of number.</p> <p>5 x AO1 5 x AO3</p> <p>1 x AO1 mark for each accurate feature of the study described e.g. aim, method used, details of sample, controls, findings.</p> <p>For full marks, description should be coherent.</p> <p>N.B. Only all AO1 marks if both methodology and findings are covered.</p> <p>1 x AO3 mark for each valid evaluation point made e.g. small sample, biased sample, unreliable questioning methods, evidence from alternative studies (e.g. naughty teddy study)</p> <p>Well elaborated evaluation can score up to the full 5 AO3 marks depending on level of detail.</p> <p>N.B. Only award all AO3 marks where discussion is coherent.</p>	[10]
Section E Total		[15]
Paper Total		[80]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)		1		1
1(b)		1		1
2	2			2
3(a)	1			1
3(b)	1			1
3(c)	1			1
4	4			4
5	4			4
6	2			2
7(a)		2		2
7(b)		2		2
7(c)		2		2
8	2			2
9		2		2
10		3		3
11	1			1
12		3		3
13(a)		2		2
13(b)		2		2
14(a)	3			3
14(b)			4	4
15	1			1
16		3		3
17		4		4
18			1	1
19	4	2		6
20	4			4
21		3		3
22(a)		1		1
22(b)		1		1
22(c)		1		1
23	5		5	10
Totals	35	35	10	80